



The Graham School

encounter the world, engage the mind

2011-2012 Annual Report

Our Vision

The vision that formed and fuels TGS is as a school that:

- Treats all students humanely and individually.
- Serves the urban community of Columbus.
- Enlivens the human spirit via concerned and positive ways mature, wise adults interact with teenagers and serve as role models for them.
- Causes students to become more thoughtful, inquisitive people particularly in core literacy areas including: science; math; the arts; communication through literature, writing, and oral presentation; technology; social studies; languages and cultural studies; and community engagement.
- Respects the need for students to establish their own independence while at the same time developing in them a sense of commitment to their community.
- Is a place where adults working at the school always exhibit respect toward students and other adults.
- Serves every child equally who desires this kind of experiential education.

Our Mission

The Graham School has a particular mission to urban students in Central Ohio preparing them for lifelong learning and informed citizenship through real-world experiences and rigorous academics. Fostering ownership and responsibility for their education prepares our students to be successful in college, the workplace, and other endeavors they undertake upon leaving Graham.

Governing Authority

The Graham School is chartered by the State of Ohio and as such, overseen by the Ohio Department of Education. Our sponsor is the Educational Service Center of Central Ohio, an important partner in our work. The Graham School Board of Directors provides governance. They meet a minimum of six times per year. A schedule of meeting dates and times, as well as a record of actions taken, are kept at the school's office and are available for review by the public. Board members in 2011-12 included: **Sally Speer Leber**, President; **Peggy Fein**, Vice President; **Melody Steely**, Secretary; **George Norris**, Treasurer; and **Joe Busch, Bill Fein, Steve Gussler, Patricia DeMaria, and Nancy Lahmers**.

Financial Status

In fiscal year 2011-12 the school received \$1,933,335 in state funds. The school also received \$425,919 in federal funds and \$207,647 in development funds, among other separated categories. Sources of income totaled \$4,906,233. In fiscal year 2011-12, the school paid \$4,045,070 in employee salaries and benefits, including payroll taxes and retirement and \$78,306 in mortgage and loan payments on the purchase of the building. Included the aforementioned items along with classroom support expenses, utilities, insurance and assorted services to and purchases for the school, totaled \$4,842,638. When the current cash in bank was added to the sources, the year-end adjusted cash balance was \$302,682 to be carried over to 2012-13. The school conducts its own on-going internal financial audit under the direction of the Board Audit Committee and treasurer Brian Adams, MBA, CMA, CFM, CGFM. Finances also were audited by the Educational Service Center of Central Ohio, the school's sponsor. The school is audited annually by the State of Ohio Auditor's Office. All found the finances to be accurately and appropriately accounted for.



Eileen Meers	Superintendent, Executive Dean of Students
Greg Brown	Executive Dean of Academics and Administration, Principal
Evan Rulong	Dean of Academics

Student Engagement

All students participate in an anonymous, technology-based engagement survey (first introduced in 2007) twice each school year with the goal of further aligning the needs of the student population with the programs and processes of The Graham School. The survey was designed to reveal the kinds and levels of student engagement at the school along four efficacy dimensions: networked computer use, self Regulated Learning, academic achievement and school/community engagement. Among the most reliable predictors of student success (outside of demographics) is student engagement. The analysis of these four efficacy dimensions seek to understand how well TGS is doing at the school level. How well is the school doing in terms of overall student efficacy? What are the patterns of increases in student efficacy over time? What questions do these results raise for teaching and learning at the school? What action steps could/should the school take to facilitate increased school efficacy? Staff members are also surveyed annually with the same basic purpose.



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2012 Graduates

Andy Alberts	Ben Faith	Andy Lodge	Reoma Rogers
Christina Baker	Jacob Fitzsimons	Justin McKibben	Evan Schieber
Jacob Barile	Shelby Flinders	Frances Mariem McMillann	Tony Schmidt
Rebecca Bickel	Katy Frank	Ben Mick	Grace Seiter
Dylan Brown	Kai Hall	Tara Miller-Gnann	Chelsee Sheppard
Sean Burt	Cory Harrison	Katen Moore	Jared Shivers
Ty Calloway	Everitt Hayes	Olivia Morris	Caleb Smith
Joe Campagna	Danny Jones	Kitwana Norris	Sierra Taynor
Justin Chapian	Brent Knight	Taylor Nunn	Wes Thio
Jesse Charles	Randy Koehler	Jenny Popovics	Torin Tindongan
Megan Cramer	Jacob Kozelek	Amani Pryor	Max Ziegler
Nolan Davis	Abi Lambert	Chelsea Reuter	
Jacob Doll	Shannon Liuzza	Jordan Roach	

Parent Group

The school's Parent Group met monthly on the second Tuesday from 7:00-8:30PM at The Graham School. The 2011-2012



Parent Group President was Rich Cree, Vice President was Holley Morris, Secretary was Sakai McCarriston and Treasurer was Debbie Fiedler. The Parent Group sponsored fund-raising events in support of the breakfast program that became the pri-

mary project. Parents also volunteered to serve food every day of the school year.

Parent volunteers helped support *The Annual Friends of Graham campaign* which raised nearly \$38,000 for the school. They also donated time, food, holiday gifts and aid support to a variety of events benefiting both staff and students. Members of the Parent Group also supported the elegant *Have a Heart* event at the Bishop James A. Griffin Student Center at Ohio Dominican University, which raised \$12,000 for the schools. The Graham School is indebted to the ongoing support of all its families, and is particularly grateful for the work of the Parent Group.

Donors

We gratefully acknowledge this year's generous donors who help make our work possible.

Alliance Data	Mr. and Mrs. Chuck Graham	Mr. Tom Paplaczyc
The Columbus Foundation	Mr. and Mrs. Judge James Graham	Mr. Tracy Peters
Ms. Louise Antony and Mr. Joe Levine	Ms. Debbie Greene and Ms. Pamela Springer	Mr. and Mrs. Marc Pinsonneault
Mr. and Mrs. Charles Babcock	Mr. Stephen Gussler and Ms. Melody Steely	Ms. Charity Rayburn
Mr. Greg Brown and Ms. Nancy Perkins	Mr. Larry Herson	Ms. Michelle K. Reed
Mrs. Shirley Brown	Ms. Patricia Brown James	Mr. and Mrs. James C. Rich
Ms. Marilee L. Bush	Mr. and Mrs. Kent Johnson	Mr. and Mrs. Gary Schaal
Ms. Judy Butsko	Mr. and Mrs. Gary Kiefer	Ms. Kathleen Schmidt
Mr. and Mrs. Douglas Calem	Mr. and Mrs. Michael Kindred	Mr. Jeffrey C. Seiter
Mr. and Mrs. Cuong Cao	Mr. and Mrs. Andy Lodge	Ms. Robyn Snell
Ms. Kimberly A. Capretta	Ms. Cheryl Long	Mr. Desmond Thio
Ms. Sharon Chapian	Mr. and Mrs. Bill Marland	Ms. Lisa Vottero
Mr. and Mrs. Tom Copeland	Mr. and Mrs. Steve Martin	Mr. and Mrs. Bob Weiler
Mr. Kendall Dobler	Ms. Sally McCarley	Mr. and Mrs. Neil Ziegler
Mr. Scott Lewis Donaldson	Mr. Mark K. Merkle, Jr.	
Ms. Joanne Dummermuth	Mr. and Mrs. Thomas Mick	
Mr. Faith and Ms. Poppe	Mr. Steve Miller	
Mr. and Mrs. Bill Fein	Mr. and Mrs. Sam Musgrove	

All of the generous individuals who supported *Have a Heart*.



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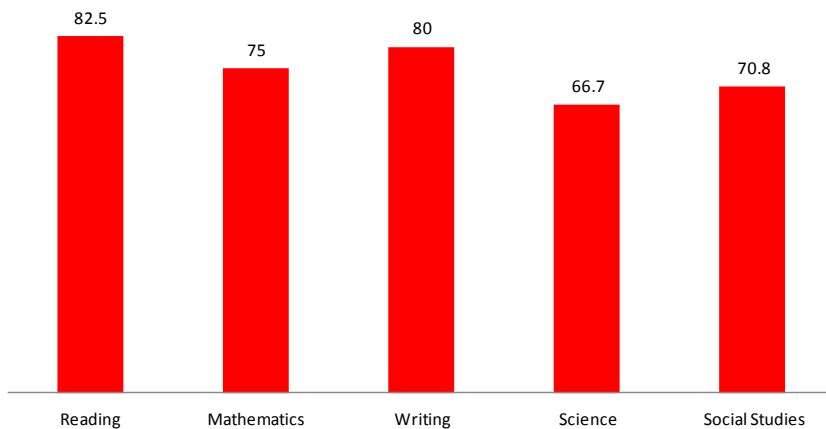
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Report Card

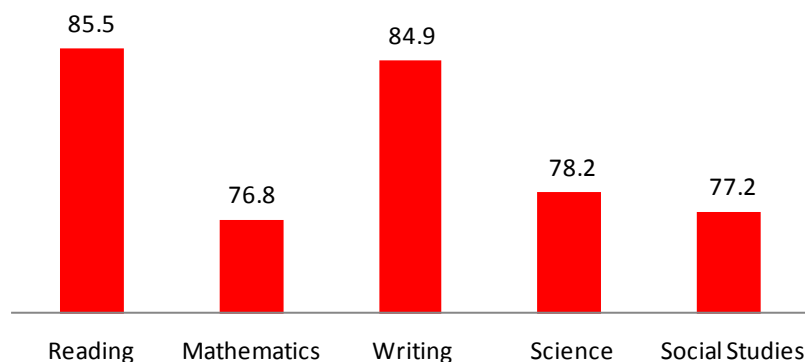
TGS was rated Effective. Compared with schools throughout the State of Ohio, The Graham School has an above average percentage of teachers with a bachelor's degree and an equivalent percentage of teachers with a master's degree. One hundred percent of our teachers are properly certified and considered highly qualified.

The two areas that most often negatively influence the state report card of TGS are the graduation rate and the attendance rate. The attendance rate can be affected when students have emotional or physical problems that compromise regular attendance. The philosophy of The Graham School is to support the needs of these students via home-instruction, technology-based learning alternatives or a combination of learning support systems if needed to meet academic requirements. While this effort is in the best interest of the student, it does not help attendance rates. The graduation rate of TGS is similarly affected when students arrive at TGS with significant credit deficits and/or undiagnosed learning differences. These students often find success at TGS but may need an additional year of schooling to meet graduation requirements. TGS staff regularly monitors these areas making every effort to assist our students in moving toward graduation. Our active IAT program helps identify students in need of support and currently 28.8% of our students do have IEPs, which may affect progress towards graduation.

OGT 10th Grade Passing Rate Percentages



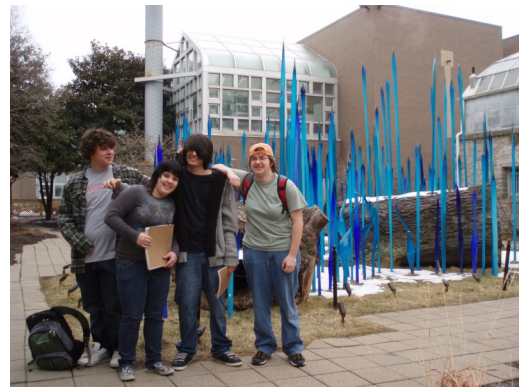
OGT 11th Grade Passing Rate Percentages



Academic Requirements

The Graham School staff creates classroom work in traditional and non-traditional courses in order to help students acquire conceptual and factual knowledge and to develop our students' study habits, self-discipline, research skills, and teamwork. Approximately 75 different courses were offered over the school year across academic areas. The Graham School curriculum includes courses in all required academic areas as designated by the State of Ohio for graduation. Students must progress experientially and academically in order to meet the requirements for graduation. Academic requirements include: 4 credits in English, 3 credits in mathematics, 3 credits in science, 3 credits in social studies, 2 credits in foreign language/cultural studies, 1 credit in fine arts, 1 credit in technology, 0.5 credits in health, 0.5 credits in physical education, and between 1.5 and 4.5 credits in experiential education depending on how many years the student has been attending The Graham School. All students graduating in the class of 2014 and beyond are required to fulfill the core graduation requirements established by the Ohio Department of Education.

A state graduation requirement in Ohio is passage of all five parts (Reading, Mathematics, Writing, Science, and Social Studies) of the Ohio Graduation Test (OGT), which is given for the first time in 10th grade.





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Experiential Education Curriculum

The Experiential Program at Graham provides students with research, teaching, and service learning experiences in community organizations and local businesses. These experiences enable students to develop confidence in their abilities and give them opportunities to engage in significant work while fostering a tangible commitment to the community in which they live. Students meet in advisory groups before and after work at their sites to reflect on what they are learning and to follow a curriculum-guided education that focuses on developing skills such as experiential/academic connections, interpersonal communication, professionalism and goal-setting.

Freshman year, groups of 12-14 students work at sites such as Habitat for Humanity Build it Again Center, Meadow Park Children's Center, and Community Kitchen. Over 150, 10th -12th grade students interned at over 100 different sites throughout the 2011-12 school year. That equaled over 12 hours of service per week and over 52,600 hours each year of service our students provide to the community.

In Spring of 2012, fifty seniors participated in The Graham School's culminating experiential internship—the Walkabout. Walkabout provides students with the opportunity to participate in two nine-week, full time (twenty to thirty hours per week) internships. The objective of Walkabout is to provide seniors with intense and significant internships that help students mature in the responsibilities of self-direction. In 2011-2012, senior experiences included working with Greenseed Farms, Equi-Valent Equine therapy, Audubon Society, COSI, and painting murals at The Graham School and GEMS (Graham Expeditionary Middle School).



The Graham School presents several awards each year in June to students who exhibit achievement and leadership in a variety of categories important to the work of the school. In 2011-2012 the following students were honored as recipients of these awards

English	Alex Bell
Foreign Language	Maira Kannal
Cultural Studies	James Pack and Ailene Parrill
Science	Zach Philips-Gary
Health/Phys Ed	Joe Campagna and Amani Pryor
Perseverance	Dylan Brown and Cory Harrison
Reaching for the Stars	Kitwana Norris
Experiential Research	Wes Thio
Experiential Service Learning	August Young and Teresa Rounds
Experiential Teaching	Maira Kannal
Dean's Award for Courage	Andy Lodge
Dean's Award for Leadership	Justin Chapian
True Dragon	Olivia Morris
Social Studies	Allison Easter
Math	Joe Campagna
Drama	Gabe Caldwell and Grace Seiter
Photography	Katy Frank, Brent Knight, Kelsey Pierson, and Zion Rowen
Fine Arts	Katy Frank
Music	Max Ziegler, Jesse Charles, Caleb Smith, and Aloxiana Townsend
Outstanding Senior	Tony Schmidt

Staff for the 2011-12 school year

Debbie Addison	Amy Fetter	Jeff Grunewald	Tom Molnar	Mary Slaback
Brett Bachman	Susan Frank	Jessica Henderson	Holley Morris	Rebecca Stadler
Pam Boseker	Zachary Franklin	Bill Jordan	Roger Naus	Amy Vickroy
Greg Brown	Elaine Fujimura	Jamie Lenzo	Maria Newball	Jennifer Waddell
Judy Butsko	Holly Garden	Katie Logan	Maureen O'Brien	Fred Whiteman
Mike Butsko	Drew Gardner	Cheryl Long	Evan Rulong	Char Wilkerson
Randi Channel	Johnny Ginter	Jake Mayer	Melissa Rulong	
Douglas Desiderio-Finley	Chuck Graham	Eileen Meers	Andy Shields	